



Nevada State Public Charter School Authority

Freedom Classical Academy

Site Evaluation Report: February 3, 2026

State Public Charter School Authority

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Links to Resources:

- [Nevada School Performance Framework \(NSPF\)](#)
- [SPCSA Academic Performance Framework Results](#)
- [SPCSA Organizational Performance Framework Results](#)
- [SPCSA Financial Performance Framework Results](#)
- [Best Practices](#)

Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to [NRS 388A.223](#), the State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (NSPF), the SPCSA Academic Performance Framework, and the SPCSA Organizational Performance Framework.

In addition, the Site Evaluation Team conducts classroom observations to assess both the classroom environment and the instructional techniques on the day of the evaluation. The purpose of these observations is to collect evidence using a rubric based on the [Charlotte Danielson Framework for Teaching](#). All classroom rating outcomes are displayed within this report. The overall numbers provide information about the general nature of instruction at a given school during the day of the site evaluation.

SPCSA staff conduct focus group interviews by speaking with school leaders, governing board members, family members, those employed as staff, and most importantly, students enrolled at the school. The information gained during these focus groups is summarized and included in this report.

The site evaluation is designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal decisions.

Site Evaluation Findings: Strengths

A summary of strengths as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Improved student engagement in the classroom

Freedom Classical Academy classrooms were observed to contain strong levels of student engagement, relevancy, and student voice in instructional settings, noted in both the elementary and the middle school levels. Members of the site evaluation team saw multiple examples of students explaining their thinking, Depth of Knowledge (DOK)¹ questions, and students applying their knowledge in new and engaging ways that were relevant not only to their academic work, but beyond the classroom. The leadership team's focus on interactive learning has resulted in noticeable improvements cited by students, staff, and families alike. By moving toward teaching methods that inspire curiosity, the school has successfully created a culture where students are active participants in their academic journey. Several observed classrooms were rated on the *Classroom Environment and Instruction Observation Rubric* (page 16 of this report) by members of the site evaluation team to be 'distinguished'. Most notably, within the category of *Classroom Instruction*, the section 'Communicating with Students' seven classes scored the rank of 'distinguished' and 27 were found to be 'highly proficient.' In the section, "Using Questioning and Discussion Strategies" six were marked 'distinguished' and 25 as 'highly proficient.' In the section observed to be 'distinguished,' and 24 were rated as 'highly proficient.' Site evaluation team members observed 35 classrooms in total.

Consistency and pacing across grade bands

The evaluation team noted a high degree of horizontal alignment and instructional consistency within the elementary school grades. Having grade-level teams teach the same material simultaneously ensures instructional equity, allows for efficient collaboration, and creates a consistent, coherent learning experience for students. Observations and lesson plan reviews confirmed that teachers within the same grade levels are synchronized in their delivery of standards and objectives; for instance, multiple first-grade classrooms were observed teaching identical vocabulary through uniform methods, while third-grade science teachers launched activities simultaneously. This level of consistency suggests that Professional Learning Communities (PLCs) are effectively collaborating to share best practices and align their pacing. By ensuring that common assignments and learning objectives are mirrored across classrooms, the school provides a reliable and equitable educational experience for all students within a given grade level. The observed elementary classrooms underscore leadership's self-reporting that the school has focused on assuring there are strong levels of teaching and learning within the primary grades.

Teacher retention

Freedom Classical Academy has many faculty and staff at the school who have been employees since the school was founded in the 2014-15 opening year. Throughout the history of the school there have been turnover, staffing challenges, and teacher shortages. However, leadership reported a teacher retention rate of 80% from the 2024-25 school year to the 2025-26 academic year. Leadership is able to

¹ Depth of knowledge (DOK) questioning is a scale that measures how well students understand and use what they're learning to answer questions or solve problems. DOK categorizes tasks by the complexity of thinking required to complete them, not the difficulty. DOK has four levels, and aligning questions to different levels can help students develop higher-order thinking and deeper learning.

build capacity from within and maintain fidelity to the classical education pedagogical model as faculty continue to remain at Freedom Classical Academy.

Support in the classroom to support the learning process

Freedom Classical Academy is effective at utilizing support staff within the classroom to enhance student success. Across multiple focus groups and direct observations, the presence of two adults in a classroom was highlighted as a productive asset that directly benefited the learning environment. Site evaluators noted that these additional staff members were not merely present but were actively interactive, providing immediate response to student needs and ensuring a more personalized instructional experience. The presence of two adults within many classrooms serves as a key pillar for maintaining high levels of support and responsiveness for all learners.

Site Evaluation Findings: Challenges

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Space constraints

One ongoing challenge for Freedom Classical Academy is space constraints. As academic and behavioral support needs grow, additional staff and physical space has become increasingly limited. The site evaluation team observed pull-out interventions being held in common areas due to current space constraints. Efforts to provide quality instruction and space for pull-out interventions and small group activities were evident. Members of the site evaluation team observed participants in small group settings being held in common areas such as hallways. While most students were engaged, and eager to learn, traffic through the common areas proved sometimes distracting for learners. Due to the number of groups meeting in common areas the noise level was elevated and also distracting for some learners.

Attaining a 3-star NSPF rating at the elementary level

A challenge at Freedom Classical Academy is the overall academic performance at the elementary level. Currently, the elementary grades hold a two-star rating with an overall index score of 48.5 out of 100 points based on the 2024-25 NSPF ratings. It should be noted that this is an increase of 22 points from the 2023-24 year, in which Freedom Classical Academy was issued a breach from the SPCSA's governing board for low academic achievement in elementary grades. The school was also given a deficiency for low academic achievement in elementary grades. Elementary school grades did not meet standard in the SPCSA Academic Performance Framework, 48.5 out of 100, with 50 points meeting the standard. The rise to the two-star rating in elementary grades is noted, yet still an area of challenging concern.

Site Evaluation Findings: Recommendations

Recommended items are provided so charter schools may increase their school-wide performance and overall success. The Site Evaluation Team will follow up on these recommendations in preparation for the subsequent site evaluation.

Strengthen communication channels between leadership and faculty

SPCSA staff recommend Freedom Classical Academy strengthen communication channels between leadership and faculty by creating more structured opportunities for involvement. Leadership might consider implementing a consistent system for sharing reminders about upcoming school events and volunteer opportunities, directly addressing the faculty's expressed desire to participate more actively in the school community. Additionally, the school might want to examine ways in which to establish clear pathways for faculty to provide ongoing feedback, ensuring that staff feel heard and valued. By streamlining these communication loops, leadership might be better able to tap into the faculty's enthusiasm for volunteering and foster a more collaborative, inclusive environment. These efforts may lead to improving school culture and staff engagement.

Increase awareness of trauma-informed practices

SPCSA staff recommend Freedom Classical Academy bolster its leadership and faculty awareness of trauma-informed practices to further support the school's commitment to the 'whole child'. This could be achieved by implementing dedicated professional development throughout the year or by designating a specialized staff member well-versed in trauma indicators to serve as a primary resource for mental health concerns. Such a role would not only provide a foundation for robust Social-Emotional Learning (SEL) practices but would also strengthen the school's existing Multi-Tiered System of Supports (MTSS) framework by integrating behavioral and mental health insights with academic and attendance goals. By equipping educators with the tools to identify and respond to trauma, the school can create a more resilient learning environment that is better prepared to address the diverse needs of its student population.

Continue participating in monthly SPCSA school leaders' meetings

It is recommended that leadership at Freedom Classical Academy actively participate in the monthly SPCSA school leaders meeting and the weekly SPCSA update meetings. If attendance is not possible, the meetings are recorded and accessible. The SPCSA also holds monthly training sessions that contain professional development sessions, including those focused on technology tools and other instructional supports. Leadership should regularly review the available information in the asynchronous training modules available on Canvas² to reinforce their learning and stay updated on key systems and practices. Regular attendance and referencing these can ensure that the leadership team remains current with important information, including available grants, classes, and training opportunities.

² Canvas is a web-based learning management system, or LMS, used by learning institutions, educators, and students to access and manage online course learning materials and communicate about skill development and learning achievement. Canvas includes a variety of customizable course creation and management tools, course and user analytics and statistics, and internal communication tools.

Site Evaluation Findings: Strong Recommendations

Strong recommendations identified during this site evaluation are listed here, if applicable.

Continue to improve academic achievement

SPCSA staff strongly recommend that Freedom Classical Academy continues its effort to improve academic achievement among elementary grades beyond the current two-star rating in the elementary grades. The school's recent action steps to increase student achievement can serve as a foundation for sustaining student academic success. The overall index score for elementary grades was an earned 48.5 out of 100 points based on the 2024-25 NSPF ratings. Based on the NSPF ratings from the 2023-24-year, Freedom Classical Academy was issued a breach from the SPCSA's governing board for its one-star rating in elementary grades. The school was also given a deficiency for low academic achievement in elementary grades. In elementary school, math proficiency was 40.8 percent, compared to the SPCSA district average of 55.7 percent. Science proficiency was 16.1 percent, compared to 26.6 percent for the SPCSA district. English language arts (ELA) proficiency was 37.8, compared to 59.6 percent for the SPCSA district. On the NSPF Academic Achievement Indicator, Freedom Classical Academy earned seven out of 25 points. SPCSA acknowledges that Freedom Classical Academy is emphasizing academic achievement in elementary grades during the 2025-26 academic year through targeted analysis of student performance data, clear progress-monitoring routines, and ongoing coaching for teachers to refine instructional practices and respond to learning gaps in real time. The rise to the two-star rating in elementary grades is noted and has removed the breach and lessened the deficiency to a strong recommendation. The *Strong Recommendation to continue to improve academic achievement* will remain in effect until additional evidence of academic achievement can be documented.

Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable.

There were no deficiencies for Freedom Classical Academy for this site evaluation.

Focus Group Participation Data

Focus groups are conducted on the day of the site evaluation and last for 45 minutes. During an abbreviated site evaluation, focus groups are not conducted.

Name of Focus Group	Number of Participants
Governing Board ³	2
Family Members, Parents, and Guardians	6
Faculty and Staff	13
School Leadership	2
Students	11

³ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Two members participated in the focus group. The board is comprised of five members. Board members have backgrounds that include business, finance, emergency response and logistics, and education. The governing board also contains a parent representative. All board positions were occupied at the time of the site evaluation. The participants shared that all members had completed the required board training requirements. The board has no active subcommittees. The board meets monthly and as needed. Board members attend various school events throughout the year, with some members being at the school weekly due to having children enrolled there.

Members of the governing board reported progress in teacher retention and student attendance following the transition to a four-day school week, while simultaneously piloting major changes to Freedom Classical Academy's homework policy. To address concerns regarding inequitable home support, the board moved away from a model where homework accounted for 30% of a grade. Current homework practice replaces daily tasks with longer range of projects (weekly, monthly, quarterly) and/or due dates that require parental signature upon completion. Furthermore, Freedom Classical Academy has launched an SBAC testing pilot program utilizing Khan Academy⁴ in efforts to increase academic growth amongst students. After-school tutoring allows students to complete homework tasks and Khan Academy lessons.

From the board's perspective, the school's greatest strengths lie in its high academic standards and strong leadership. Both board members participating in the focus group stated that the school's greatest asset is the principal. One board member said, "He has a hands-on approach and is always visible. He can be seen picking up trash to speaking with students and families during pick-up and drop-off." Another board member said, "He sets a standard of excellence that motivates the faculty and demonstrates a deep investment in student outcomes." The curriculum was also perceived as a strength, with one board member stating, "The curriculum is notably rigorous, keeping students in many instances a full grade level ahead of nearby schools." Members of the governing board said Freedom Classical Academy ensures instructional continuity even in the presence of substitutes, who are required to follow strict lesson plans.

⁴ Khan Academy is a non-profit educational organization dedicated to providing free, high-quality, world-class online education to anyone, anywhere. It offers comprehensive, self-paced learning resources including instructional videos, interactive exercises, and personalized dashboards for subjects like math, science, and humanities from Pre-K to college level.

Focus Group Summary: Family Members, Parents, and Guardians

During the parent focus group, six parents participated. Parents indicated they chose Freedom Classical Academy primarily as an alternative to the local school district, citing a desire for a safer environment, more rigorous curriculum, and a "home-school feel" that is lacking in traditional public institutions. Many families are drawn by the school's proximity to home or family support, but they stay because of the high level of communication from administration and the collaborative nature of the teaching staff. Parents highlight a distinct contrast in safety and academic expectations to nearby school offerings, noting that the school provides a more supportive and effective educational experience for their children compared to previous experiences.

Parents report that the consistency of communication between the teacher and the parents varies significantly between grade levels and individual teachers. Many families appreciate the available resources and the school's general transparency regarding state-mandated notifications, including the weekly newsletter. However, some noted challenges with late newsletters and delayed responses from staff, which can hinder their ability to support students at home. In particular, the example of a blended family with shared custody was given where timely updates are critical for coordination.

Family members said they are informed about school events through various channels, including weekly newsletters, email updates, physical bulletin boards, and digital sign-up links. While parents actively participate in popular traditions like the "Night at the Museum" theme night, holiday movie night, book fairs, and the Dino Dash⁵, some expressed concerns that the high cost of certain tickets at fundraising events, such as the fall carnival, can be cost-prohibitive for families in need. Parents thought the school successfully fostered a culture of literacy through such initiatives as the book vending machine and BookCon on literacy night.

When asked what they would like to see changed, parents at Freedom Classical Academy mentioned a lack of opportunities to volunteer directly within the classrooms. Parents shared they would like to have the opportunity to assist in the classrooms. Some parents raised concerns regarding physical safety during drop-off and pick-up, specifically stating that many double-parked on the street or speed through the traffic areas. A few parents suggested clearer communication in regard to special education services would be helpful. Explanations on how to request services, what services are available, and the timeline for completing a request were specifically mentioned.

⁵ The Dino Dash Fun Run is an annual spring event offering a 5K run/walk, 2K fun run, and sometimes a 10K or bike tour.

Focus Group Summary: Faculty and Staff

Overall, staff described the school culture as supportive, mission-driven, and collegial, with leadership maintaining open lines of communication through regular meetings, updates, and opportunities for feedback.

During the site evaluation at Freedom Classical Academy, 12 staff members expressed a strong commitment to the school's mission, citing the classical education model and a supportive administration as primary reasons for joining the staff. Teachers highlight a "family-focused" environment where parents are highly supportive, often providing necessary supplies and engaging positively with teachers and staff through ParentSquare⁶. Many teachers praised the school for its welcoming, collaborative team environment, while some teachers and staff members stated they had opposite experiences, and that occasionally the school's "tight-knit" community can be unreceptive to fresh ideas.

One teacher shared that her instructional success is driven by a "leadership mindset" that encourages students to embrace challenges, using phrases like "we can do hard things" and the power of "yet" to build confidence. Teachers shared they have seen significant breakthroughs with students by integrating cross-content curriculum, such as connecting math and reading skills to science. Faculty said they are dedicated to "lifting" both high and low achievers through peer tutoring, targeted interventions, and after-school tutoring time.

Several staff members reported a disconnect between faculty suggestions and administrative action. Staff members suggested this could be an area for development. Some said, while an "open-door policy" exists general input on school initiatives is often ignored or "shot down" during meetings, leading some to feel disheartened and withdraw from attending optional meetings or requests for input. Logistical communication is also a friction point; faculty noted they often miss event reminders or hear about board meetings after the fact, and many expressed frustration with an over-reliance on personal phone group chats rather than formal professional channels or timely reminders.

The recent decline in middle school academic performance was largely attributed to turnover in two staff members: one following a personal tragedy. The loss of two key teachers led to a series of long-term substitutes in the content areas of math and science. Teachers report this has been stabilized for the 2025-26 academic and are optimistic regarding student growth gains. To regain momentum and push the elementary school the remaining one point five points needed on the NSPF for a 3-star rating, the school is prioritizing the hiring of licensed veteran teachers and leveraging highly capable instructional aides to close learning gaps.

⁶ ParentSquare is a unified, secure software communication platform for k-12 districts that streamlines school-to-home interactions. It enables administrators and teachers to send mass notifications, alerts, newsletters, and direct messages via app, email, or text, featuring automatic two-way translation in over 190 languages.

Focus Group Summary: School Leadership

The leadership team at Freedom Classical Academy was proud to report that parental engagement has reached record highs, evidenced by a standing room only audience at the most recent elementary performance. "Book Con" was the name used for literacy night and was also attended in record numbers by not only parents of students showcasing their novels, but also families and students from other grades. The school disseminates information regarding upcoming school events, testing cycles, and policy and procedure reminders through the weekly parent newsletter.

Members of the leadership team said 2025-26, they have made a significant shift in academic structure and intervention strategies. The school transitioned from integrated content courses to distinct content areas, providing teachers with 90-minute blocks to focus on a single subject. This shift, combined with the implementation of a new math program and the Kessler Science program⁷, has already shown promising results. Members of the leadership team shared that the current review of winter MAP⁸ data indicates an optimistic 40% increase in science proficiency. Additionally, a long-term focus on kindergarten through second-grade early intervention is paying off, with third graders now entering the year as robust writers capable of composing full paragraphs rather than requiring sentence-level remediation. Freedom Classical Academy renamed the English Language Learner (ELL) program 'Teams', and reports maintaining 70% growth targets through fostering a culture of "engagement, engagement, engagement" to ensure long-term stability.

Members of the leadership team said the internal culture and operations at Freedom Classical Academy are a focus of refinement this academic year, following a year of staffing transitions. After unexpectedly losing two teachers during the 2024-25 academic year, the school added a new dean to facilitate proactive behavioral management. Leadership is also prioritizing better onboarding for new faculty by developing a comprehensive duties and activities portal. In terms of academic performance, school leaders shared that elementary school performance is an area in which the school continues to strive for improvement. Freedom Classical Academy was one point five index points away from a 3-star rating. Freedom Classical Academy has provided staff professional development to promote active student engagement in the learning process. Additionally, leadership reports improving "efficacy of in-class interventions via training on intervention structure and best practices." Weekly PLC⁹ time allows grade bands and content area teachers space in which to plan intervention strategies during re-teach time. One member of the leadership team said that instead of relying on Chromebooks for differentiation, teachers and aides now lead high-impact small groups. This rigorous approach is reflected in the school's current star ratings: while middle school is expected to climb gradually, the elementary grades are trending upward, following an impressive 22-point index increase.

⁷ The Kesler Science program provides high-quality, standards-aligned, customizable lessons for fourth through eighth grade science classrooms on an interactive digital science platform.

⁸ Measures of Academic Progress (MAP) is a computer-adaptive assessment utilized to monitor student growth to inform and personalize instruction. MAP was officially adopted by the State Board of Education to assess Nevada students as a part of the Read by Grade Three (RBG3) program.

⁹ A professional learning community (PLC) is a team of educators who share ideas to enhance their teaching practice and create a learning environment where all students can reach their fullest potential. PLCs can be organized by grade level, content area or an entire teaching staff.

Focus Group Summary: Students

Students easily shared things they had recently learned at Freedom Classical Academy. Responses ranged from figurative language and informative essays in English language arts classes to multiplying and fractions in math to learning about the Earth's magnetic fields and conservation in science. The leadership class was mentioned several times by students as they cited learning valuable lessons on building trusting relationships and setting personal goals for success.

When it comes to the learning process, students value a mix of visual aids, at-home practice, and collaborative class discussions. They feel comfortable asking for help and appreciate teachers who are understanding when a concept is difficult to grasp. Success stories include students overcoming math anxiety through daily practice and feeling a sense of pride in tangible achievements, such as building a telescope or mastering multiplication tables. The school also maintains a structured environment where rules are refreshed after every break, ensuring new and returning students alike understand campus expectations.

Socially, the four-day school week and the friendly, welcoming atmosphere are major highlights for students. They enjoy the "quiet" classrooms that allow for focus yet appreciate opportunities to work in small groups or partners daily. Extracurricular options like chess, drumline, and sports—supported by parent volunteers—add to the school's appeal. Furthermore, most students feel they have a trusted adult on campus to talk to if they face problems at home, despite the absence of a dedicated school counselor. However, students identified several areas for improvement, particularly regarding campus facilities and policies. Middle schoolers noted that a 30-minute lunch and recess block is insufficient, especially given the lack of enough microwaves to heat their food. Other concerns include a "prohibitive" late work policy that deducts 20% for a single day, restrictive water bottle refill limits, and distractions caused by uncomfortable uniforms. More critically, students expressed safety concerns regarding peers talking during lockdown drills and a perceived lack of supervision during testing, which some feel has led to an environment where cheating is too easy.

Finally, the absence of a formal counselor is a recurring theme, with the in-school suspension coordinator currently filling the gap by coaching students on conflict de-escalation. While the Leadership sessions provide some emotional and social framework, students and parents alike suggested that more robust monitoring during lunch and recess, as well as a more consistent approach to discipline and academic integrity, would significantly enhance the learning environment.

Classroom Environment and Instruction Observation Rubric

A total of 24 elementary and 11 middle classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	<p>The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</p> <p>When necessary, students respectfully correct one another.</p> <p>Students participate without fear of put-downs or ridicule from either the teacher or other students.</p> <p>The teacher respects and encourages students' efforts.</p>	<p>Talk between the teacher and students and among students is uniformly respectful.</p> <p>The teacher successfully responds to disrespectful behavior among students.</p> <p>Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates.</p> <p>The teacher makes general connections with individual students.</p>	<p>The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity.</p> <p>The teacher attempts to respond to disrespectful behavior among students with uneven results.</p> <p>The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</p>	<p>The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Students' body language indicates feelings of hurt, discomfort, or insecurity.</p> <p>The teacher displays no familiarity with, or care about, individual students.</p>	This criterion was not observed or rated.
	TOTAL: 5	TOTAL: 28	TOTAL: 2	TOTAL: 0	TOTAL: 0
Establishing a Culture for Learning	<p>The teacher communicates passion for the subject.</p> <p>Students indicate through their questions and comments a desire to understand content.</p> <p>Students assist their classmates in understanding the content.</p>	<p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</p> <p>The teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p>	<p>The teachers' energy for the work is neutral.</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students exhibit a limited commitment to completing the work on their own.</p> <p>The teacher's primary concern appears to be to complete the task at hand.</p>	<p>The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p>	This criterion was not observed or rated.
	TOTAL: 2	TOTAL: 31	TOTAL: 2	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction Observation Rubric

A total of 24 elementary and 11 middle classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Communicating with Students	<p>If asked, students can explain what they are learning and where it fits into the larger curriculum context.</p> <p>The teacher explains content clearly and imaginatively.</p> <p>The teacher invites students to explain the content to their classmates.</p> <p>Students use academic language correctly.</p>	<p>The teacher states clearly, at some point during the lesson, what the students will be learning.</p> <p>The teacher's explanation of content is clear and invites student participation and thinking.</p> <p>The teacher makes no content errors.</p> <p>Students engage with the learning task, indicating that they understand what they are to do.</p>	<p>The teacher provides little elaboration or explanation about what students will be learning.</p> <p>The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</p> <p>The teacher may make minor content errors.</p> <p>The teacher must clarify the learning task.</p>	<p>At no time during the lesson does the teacher convey to students what they will be learning.</p> <p>Students indicate through body language or questions that they don't understand the content being presented.</p> <p>Students indicate through their questions that they are confused about the learning task.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 7	TOTAL: 27	TOTAL: 1	TOTAL: 0	TOTAL: 0
Using Questioning and Discussion Strategies	<p>Students initiate higher-order questions.</p> <p>The teacher builds on and uses student responses to questions to deepen student understanding.</p> <p>Students extend the discussion, enriching it.</p> <p>Virtually all students are engaged.</p>	<p>The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</p> <p>Discussions enable students to talk to one another without ongoing mediation by the teacher.</p> <p>Many students actively engage in the discussion.</p>	<p>The teacher frames some questions designed to promote student thinking, but many have a single correct answer.</p> <p>The teacher invites students to respond directly to one another's ideas, but few students respond.</p> <p>The teacher calls on many students, but only a small number participate.</p>	<p>Questions are rapid-fire and convergent with a single correct answer.</p> <p>The teacher does not ask students to explain their thinking.</p> <p>Only a few students dominate the discussion.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 6	TOTAL: 25	TOTAL: 3	TOTAL: 0	TOTAL: 1

Classroom Environment and Instruction Observation Rubric

A total of 24 elementary and 11 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Engaging Students in Learning	<p>Virtually all students are engaged in the lesson.</p> <p>Lesson activities require high-level student thinking and explanations of their thinking.</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>	<p>Most students are intellectually engaged in the lesson.</p> <p>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</p> <p>Students are invited to explain their thinking as part of completing tasks.</p> <p>The pacing of the lesson provides students with the time needed to be intellectually engaged.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and those requiring recall.</p> <p>Student engagement with the content is largely passive.</p> <p>The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</p>	<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks, activities, and materials require only recall or have a single correct response.</p> <p>The lesson drags on or is rushed.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 9	TOTAL: 24	TOTAL: 2	TOTAL: 0	TOTAL: 0
Using Assessment in Instruction	<p>Students indicate they clearly understand the characteristics of high-quality work.</p> <p>The teacher uses multiple strategies to monitor student understanding.</p> <p>Students monitor their own understanding.</p> <p>Feedback comes from many sources.</p>	<p>The teacher makes the standards of high-quality work clear to students.</p> <p>The teacher elicits evidence of student understanding.</p> <p>Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance.</p>	<p>There is little evidence that the students understand how the work is evaluated.</p> <p>The teacher monitors understanding through a single method, without eliciting evidence of understanding from students.</p> <p>Feedback to students is vague.</p>	<p>The teacher does not indicate what quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Students receive no feedback, or feedback is global or directed to one student.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 4	TOTAL: 29	TOTAL: 1	TOTAL: 0	TOTAL: 1

Classroom Observations and Additional Comments

Middle school students engaged in a mathematics lesson focused on radicalizing denominators. The teacher provided a clear, step-by-step explanation of the underlying theory and procedures, modeling the process by solving an example displayed on the board. Following the review, the teacher presented a new equation for students to solve independently. Students began the task promptly and worked with focus and persistence. After allowing time for independent practice, the teacher reviewed the correct solution with the class and checked for understanding. The classroom environment was orderly and supportive, enabling students to remain engaged and complete the required learning task.

During one leadership session, students were provided with the prompt, "A life is not important except in the impact it has on other lives," Jackie Robinson. Several students volunteered to read the statement to the class. The teacher asked students to share if students knew who Jackie Robinson was. Several students raised their hands. The teacher called on one student who explained that Jackie Robinson was the first African American baseball player. The instructor then expounded on Robinson's accomplishments. He then asked students to write down what they thought the statement meant. Students then segued into their textbook and a discussion on enlightenment. Students were presented with an illustration of a lamp and volunteered to speak about how the image of a lamp was a symbol for enlightenment. Several students spoke, building upon each other's thoughts. The instructor provided positive encouragement by using such phrases as, "That's good thinking," "Who would like to expand," "and then what?" Students were very engaged, focused, and comfortably shared their thinking. The instructor encouraged student participation by saying, "My goal is to have 20 students raise their hands." This encouraged more students to participate.

In one early elementary classroom, students appeared to be unengaged, and the teacher appeared to be struggling for control of this group of young students. Later, after the assignment was given, the teacher put on quiet music, and the students seemed to calm down. The teacher and an aide walked around the classroom and provided strong levels of one-to-one support. There were several instances of students becoming bothered by other students. The teacher was kind and did try to make the students comfortable. The teacher used positive reinforcement such as providing the group points for working on the assignment.

In an early elementary classroom, the teacher was highly skilled at asking questions related to the text as students read the text. The engagement levels in the classroom were very high. The teacher asked students several high-level open-ended questions. The speed at which the teacher asked the open-ended questions was very fast, and it appeared to keep the students very intellectually engaged.

In a music specials class, the teacher engaged students in playing the flute while providing explicit instruction on musical notation, with an emphasis on whole, half, and quarter notes. The teacher connected note values to performance, supporting students as they applied their understanding while playing. Students were actively engaged throughout the lesson, and the pacing was well managed, allowing sufficient time for instruction, practice, and reinforcement of key concepts.

In one middle school math class, students applied the distributive property to linear expressions to write expanded expressions. Students shared their answers aloud with the class when asked, both as a group

and when individually called upon. One student suggested writing the equation in a different way. The instructor demonstrated what the student suggested and positively reinforced the students' thinking as to how and why the student's suggestion would work in that particular example.

The teacher conducted several best practices and displayed high levels of mastery, teaching, and passion. He had one of the students lead the others in reading the objective aloud. Students were asked to watch a short clip of fish and were asked to notice things about this type of fish. Then students were asked to share with partner-students shared whole group. The teacher passed out a packet for students to complete regarding the objective. He used ¹⁰CHAMPS for student expectations. He pointed out a fish tank he purchased last night with the same type of fish and told students they would be invited to go observe the fish in small groups while everyone else worked on the packets. Part of the packet information was to observe the fish and make predictions.

In one pull out session with students with special needs, teachers sat with students in small groups, focusing on their learning. Teachers explained the goal and then broke the work into small pieces for the students to complete. Teachers provided the directions in short achievable increments allowing students time to complete one step before moving onto the next step. Students were engaged, shared their thinking and provided examples to the teacher and their peers.

In a primary-grade special education resource room, the teacher intentionally incorporated brief, structured brain breaks to support student regulation and readiness to learn, with all students actively participating. Following the transition, the teacher implemented differentiated, small-group instruction aligned to students' individualized needs, with a focus on foundational reading and phonics skills. Two instructional assistants provided targeted support, allowing for close monitoring, timely feedback, and increased instructional support. The classroom environment was well organized and supportive, fostering high levels of student engagement, on-task behavior, and meaningful participation throughout the lesson.

One teacher with 22 students returned from recess and the teacher guided them to stretch and calm down in preparation for the learning. The teacher reviewed the objective with the class and then asked students to stand up when called upon and answer her questions. Students all answered in complete sentences, which the teacher recognized. Students were highly engaged and the learning levels appear very strong.

Elementary students participated in a partner-reading activity with their shoulder partners to respond to comprehension questions in their activity books. A visual reminder to restate the question in their written responses was projected on the screen to reinforce expectations for complete answers. Two adults circulated throughout the room, monitoring progress, providing clarification, and offering timely support as needed. Students were actively engaged in the task, and the well-structured classroom environment effectively supported collaboration, focus, and sustained participation in the lesson.

¹⁰ CHAMPS stands for Conversation, Help, Activity, Movement, Participation, Success. CHAMPS is a classroom management system that is evidence-based, positive and procedural geared for students in grades pre-kindergarten through eighth grade.

Measures of Progress from Previous Site Evaluation

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA Site Evaluation Team during the school’s previous site evaluation.

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
<p>Deficiency in the low level of academic school performance in elementary grades.</p>	<p>The school leaders provided an update on improving academic achievement in elementary school by emphasizing PD, coordinated planning, data-driven differentiation for interventions, tutoring, and small group time.</p>	<p>The SPCSA acknowledges that school leadership has made efforts to improve students’ achievement gains. The deficiency has been removed with a strong recommendation for continued attention to this area.</p>
<p>SPCSA staff recommend that Freedom Classical Academy continue strategizing ways to address chronic absenteeism.</p>	<p>Leadership reported heightened diligence in reviewing and approving parental requests for vacations. Leadership said they approve up to one week but will not approve any lengthier requests. Moving to a four-day school week has also assisted in reducing absenteeism. There has been an increase in proper coding absences as well. There is increased staff diligence in telephoning families when absences occur. As students approach the absentee limit, or when absences become chronic, someone from administration telephones the parent(s).</p>	<p>Progress has been made in the area of chronic absenteeism. Leadership is aware this will be an ongoing effort. The SPCSA recognized the school’s efforts as evidenced by the most recent validation day data which reported elementary grade chronic absenteeism at eight-point two percent and middle school grade at nine-point one percent.</p>
<p>SPCSA staff recommend Freedom Classical Academy to consider refining the current homework policy for elementary students.</p>	<p>Leadership reported meeting with parents and refining the homework policy providing elementary students with elongated time and advanced dates in which to complete homework. Middle school homework is now fully online, so timestamps accurately reflect when work has been submitted. A homework pilot program is being conducted this year with a group of students who have zero homework assignments.</p>	<p>The SPCSA acknowledges the governing board and leadership’s attention to the school’s homework policy. Parent, student, and faculty voices have been heard and close monitoring of the revised homework policy in place for the 2025-26 year is closely being monitored by leadership and the governing board. This is a dynamic issue that requires further data by both leadership and the governing board prior to any further alterations are made.</p>

<p>Due to some reported issues of friction between families and school leadership and staff, SPCSA staff recommend continuing to build and strengthen relationships with parents through problem-solving strategies such as fostering open communication and trust.</p>	<p>Leadership reported increased consistent communication with parents has led to greater parental engagement in school activities.</p>	<p>The SPCSA acknowledges the school’s efforts in increasing building partnerships with families have led to greater parental involvement.</p>
<p>The SPCSA recommends that Freedom Classical Academy continue the strategic partnership between the board and the school administration.</p>	<p>The leadership focus group and the governing board focus group reported weekly contact between the two entities.</p>	<p>The SPCSA recognizes the increased and more in-depth communication between the governing board and leadership, leading to a more synergistic flow of communication.</p>

Operational Compliance Checks

Fire Extinguisher	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Nurse's Station	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
McKinney-Vento Poster	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Evacuation Plan in Classrooms	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Food Permit	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A
Elevator Permit	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input checked="" type="checkbox"/> N/A

Appendix A

The school may choose to submit a response to the SPCSA Site Evaluation Team's findings. This response will be included with the report in the public domain. The final report is submitted to the school's leadership and governing board, the SPCSA board, and into the public record via the SPCSA's website.